

Mossy Oaks Elementary

2510 Mossy Oaks Road
Beaufort, South Carolina

Grades	PK-5 Elementary School	
Enrollment	437 Students	
Principal	Donald A. Gruel	843-322-2900
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Good*
2007	Good	Good
2006	Good	Good
2005	Good	Good
2004	Good	At-Risk

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

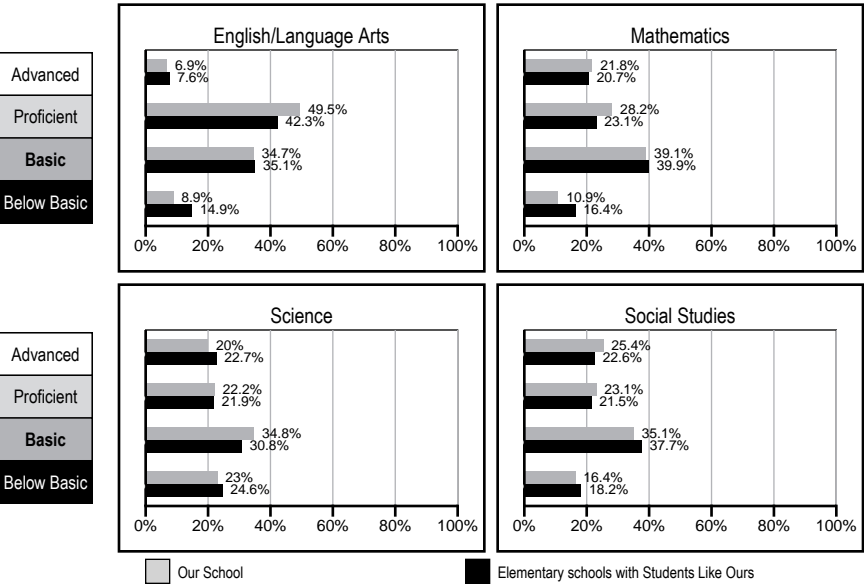
95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	30	55	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=437)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Up from 3.1%	2.0%	2.3%
Attendance rate	96.6%	Up from 96.3%	96.4%	96.3%
Eligible for gifted and talented	24.9%	Down from 26.6%	15.4%	10.4%
With disabilities other than speech	6.5%	Up from 6.3%	6.6%	7.5%
Older than usual for grade	0.3%	Down from 1.3%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	68.8%	Up from 65.6%	59.5%	56.7%
Continuing contract teachers	81.3%	No Change	80.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.9%	Up from 89.5%	89.4%	86.4%
Teacher attendance rate	94.0%	Down from 94.1%	94.8%	94.9%
Average teacher salary	\$53,222	Up 8.1%	\$46,269	\$45,345
Professional development days/teacher	11.0 days	Up from 10.1 days	13.0 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.8 to 1	19.5 to 1	18.5 to 1
Prime instructional time	89.7%	Up from 88.8%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,462	Up 14.5%	\$6,405	\$7,052
Percent of expenditures for instruction*	69.0%	Down from 69.7%	69.9%	69.1%
Percent of expenditures for teacher salaries*	67.1%	Down from 67.2%	66.0%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2007-2008 school year was an exciting time to be at Mossy Oaks Elementary School. Because of our high levels of academic achievement and high rates of student academic improvement, we earned the Palmetto Silver award for the third consecutive year. This year the staff spent much time analyzing student achievement data, and we used this information to plan more effectively for instruction as we became more technologically proficient. We are fortunate to be able to provide a variety of programs to address individual needs of our students. Accelerated Reader, Everyday Counts Calendar Math, Analogy of the Day, Math Facts in a Flash, and Rhymes and Times are just a few of the programs that are used school-wide to ensure that students are receiving standards-based instruction that will help them be successful in school.

Character education is also an important part of the daily school routine. The students say a respect pledge each morning, and we continue to emphasize the character traits of trustworthiness, respect, responsibility, caring, and citizenship. An extension of this is our Encouragers' Club, which is a service learning club of 38 students that is very active in our school and the community. They have been involved in Relay for Life, Festival of Trees, Red Ribbon Week, Pennies for Patients, letter-writing to soldiers, and other activities that benefit others. Our creative arts program brought together the whole community in two greatly successful productions by 3rd graders and 5th graders. The Mossy Oaks Chorus performed at the State Fair in the fall, and our Book Club members read the twenty South Carolina Children's Book Award titles and chose their favorite.

Last year we had more than 765 volunteers donating more than 8300 hours in approximately 55 different events/activities to make our school a better place. We have been particularly fortunate to be the beneficiary of Beaufort Middle School's community service requirements and their teacher cadet program. Many of our students have had quality one-on-one assistance from these middle school students. Mossy Oaks Elementary continues to benefit from a strong base of parental support. Our PTO has sponsored wonderful family-oriented activities such as the Back-to-School Luau and swim party, the Fall Fling, and the wildly successful Hoe Down, which drew a full house of Mossy Oaks family members at the middle school gymnasium! This year, one parent spearheaded an after-school Creativity Club which had so many applicants that they had to provide two classes instead of the one that was originally planned.

Our School Management Team was actively involved in the successful school district bond referendum. Parent survey results were analyzed, and plans are already being made for next year. Much change will be in store for our school since we are losing several staff members to retirement and will be adding new personnel who will bring innovative new ideas to Mossy Oaks. We continue to live by our school motto of being in the right place, at the right time, doing the right thing.

Donald Gruel, Principal
Jerrie LeGare, School Management Team Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	68	60
Percent satisfied with learning environment	97.1%	85.1%	96.5%
Percent satisfied with social and physical environment	97.1%	77.6%	96.7%
Percent satisfied with school-home relations	100.0%	83.8%	94.8%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	221	99.6	8.9	34.7	49.5	6.9	64.4	47.3	48.2	Yes	Yes
Gender											
Male	118	100	9.2	38.5	47.7	4.6	58.7	40.8	41.7	N/A	N/A
Female	103	99	8.6	30.1	51.6	9.7	71	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	138	100	6.2	25.6	59.7	8.5	75.2	65.1	60	Yes	Yes
African American	60	100	16.4	50.9	27.3	5.5	45.5	30.2	31.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	16	93.8	8.3	50	41.7	0	41.7	34.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
Disability Status											
Disabled	37	100	34.4	40.6	21.9	3.1	28.1	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	11	90.9	12.5	37.5	50	0	50	30.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	95	99	15.7	48.2	33.7	2.4	44.6	32.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	221	99.6	10.9	39.1	28.2	21.8	64.9	41.7	45.8	Yes	Yes
Gender											
Male	118	100	10.1	40.4	27.5	22	62.4	42.3	45.6	N/A	N/A
Female	103	99	11.8	37.6	29	21.5	67.7	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	138	100	3.9	38	29.5	28.7	74.4	60.6	59	Yes	Yes
African American	60	100	25.5	43.6	21.8	9.1	40	22.7	26.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	16	93.8	0	50	41.7	8.3	83.3	30	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
Disability Status											
Disabled	37	100	40.6	34.4	9.4	15.6	37.5	14.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	11	90.9	12.5	50	25	12.5	62.5	26.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	95	99	16.9	50.6	22.9	9.6	48.2	26.1	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	------------------------	--------------------------

Science

All Students	147	100	23	34.8	22.2	20	42.2	30.8	35.7	96.6	96.3
--------------	-----	-----	----	------	------	----	------	------	------	------	------

Gender

Male	79	100	17.6	33.8	24.3	24.3	48.6	32.8	37.4	96.8	96.2
------	----	-----	------	------	------	------	------	------	------	------	------

Female	68	100	29.5	36.1	19.7	14.8	34.4	28.7	33.8	96.4	96.4
--------	----	-----	------	------	------	------	------	------	------	------	------

Racial/Ethnic Group

White	94	100	15.9	28.4	27.3	28.4	55.7	49.4	49.2	96.6	96.2
-------	----	-----	------	------	------	------	------	------	------	------	------

African American	41	100	40.5	45.9	10.8	2.7	13.5	12.7	17	96.3	96.3
------------------	----	-----	------	------	------	-----	------	------	----	------	------

Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	97.3	96.7
------------------------	---	-----	-----	-----	-----	-----	-----	------	----	------	------

Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	17.4	24.9	97.6	96.6
----------	---	-----	-----	-----	-----	-----	-----	------	------	------	------

American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	97.5	96.1
-------------------------	-----	-----	-----	-----	-----	-----	-----	------	------	------	------

Disability Status

Disabled	24	100	52.4	9.5	9.5	28.6	38.1	11.7	14	96.3	95.6
----------	----	-----	------	-----	-----	------	------	------	----	------	------

Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
---------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	------

English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	14.5	24.4	97.9	96.7
----------------------------	---	-----	-----	-----	-----	-----	-----	------	------	------	------

Socio-Economic Status

Subsided meals	67	100	32.2	47.5	13.6	6.8	20.3	15.9	21.1	96.3	96.1
----------------	----	-----	------	------	------	-----	------	------	------	------	------

Social Studies

All Students	149	99.3	16.4	35.1	23.1	25.4	48.5	28	34	96.6	96.3
--------------	-----	------	------	------	------	------	------	----	----	------	------

Gender

Male	78	100	14.5	36.2	18.8	30.4	49.3	30	36.6	96.8	96.2
------	----	-----	------	------	------	------	------	----	------	------	------

Female	71	98.6	18.5	33.8	27.7	20	47.7	25.8	31.3	96.4	96.4
--------	----	------	------	------	------	----	------	------	------	------	------

Racial/Ethnic Group

White	89	100	11.1	38.3	23.5	27.2	50.6	42.3	44.5	96.6	96.2
-------	----	-----	------	------	------	------	------	------	------	------	------

African American	43	100	25.6	33.3	23.1	17.9	41	13.4	19.1	96.3	96.3
------------------	----	-----	------	------	------	------	----	------	------	------	------

Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	97.3	96.7
------------------------	---	-----	-----	-----	-----	-----	-----	------	------	------	------

Hispanic	11	90.9	12.5	25	25	37.5	62.5	19.4	27.5	97.6	96.6
----------	----	------	------	----	----	------	------	------	------	------	------

American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.5	96.1
-------------------------	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------

Disability Status

Disabled	27	100	40.9	27.3	18.2	13.6	31.8	10	14.4	96.3	95.6
----------	----	-----	------	------	------	------	------	----	------	------	------

Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
---------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	------

English Proficiency

Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	97.9	96.7
----------------------------	----	-----	-----	-----	-----	-----	-----	------	------	------	------

Socio-Economic Status

Subsided meals	65	98.5	25.5	41.8	20	12.7	32.7	14.9	21	96.3	96.1
----------------	----	------	------	------	----	------	------	------	----	------	------

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	73	100	8.8	35.3	52.9	2.9	55.9
	4	65	100	10.3	20.7	65.5	3.4	69
	5	89	100	20	32.9	44.7	2.4	47.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	72	98.6	7.5	28.4	47.8	16.4	64.2
	4	75	100	9	29.9	58.2	3	61.2
	5	74	100	10.3	45.6	42.6	1.5	44.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	73	100	19.1	41.2	30.9	8.8	39.7
	4	65	100	17.2	36.2	20.7	25.9	46.6
	5	89	100	12.9	29.4	25.9	31.8	57.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	72	98.6	14.9	40.3	22.4	22.4	44.8
	4	75	100	9	43.3	26.9	20.9	47.8
	5	74	100	8.8	33.8	35.3	22.1	57.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	38	100	28.6	37.1	22.9	11.4	34.3
	4	65	100	17.2	20.7	31	31	62.1
	5	45	100	26.2	23.8	26.2	23.8	50
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	14.7	20.6	38.2	26.5	64.7
	4	75	100	22.4	46.3	19.4	11.9	31.3
	5	36	100	32.4	26.5	11.8	29.4	41.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	35	100	3	39.4	48.5	9.1	57.6
	4	65	100	12.1	36.2	34.5	17.2	51.7
	5	44	100	23.3	18.6	32.6	25.6	58.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	97.2	15.2	48.5	21.2	15.2	36.4
	4	75	100	19.4	32.8	23.9	23.9	47.8
	5	38	100	11.8	26.5	23.5	38.2	61.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample